



Social Science 4 Year Curriculum Plan 2022-2023



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 Health and Social Care	<p><u>RO32 The rights of service users in health and social care settings. - Exam Content</u></p> <p>Students will learn about different types of care settings, the rights of service users and the benefits to service users when these rights are maintained.</p> <p><u>RO33 Life stages and life events NEA content</u></p> <p>Students will learn about life stages and the factors that affect them. They will understand expected and unexpected life events and the impact they will have on different aspects of a person's life.</p> <p style="text-align: center;">Assessment- RO33 Task 1 NEA</p> <p>Growth and development through a life stage. In this task you will produce information about a life stage and the factors that have affected an individual - 3 hours</p>	<p><u>RO32 Person centred-values - Exam Content</u></p> <p>Students will learn about person-centred values, their benefits and how they are applied by service users. They will also learn about the effects on service users' health and well-being if these are not applied.</p> <p style="text-align: center;"><u>RO33 Sources of support NEA content</u></p> <p>Students will research the service providers and practitioners that can support individuals, recommend support and justify how this will meet the specific needs of an individual.</p> <p style="text-align: center;">Assessment- RO33 Task 2a NEA</p> <p>Impact of life events on individuals. In Task 2a you will interview an individual and complete a report about life events and their impacts - 5 hours</p>	<p><u>RO32 Effective communication in health and social care settings -Exam Content</u></p> <p>Students will learn about the importance of different types of communication in health and social care and how this contributes to effective care</p> <p><u>RO34 Creative and therapeutic activities NEA content</u></p> <p>Students will look at the different types of therapies and creative activities used in health and social care and their benefits to service users.</p> <p style="text-align: center;">Assessment- RO33 Task 2b NEA</p> <p>Research and recommend support to meet individual needs. In Task 2b you will research and recommend personalised support to meet the needs of the individual you spoke to in Task 2a. - 4 hours</p> <p style="text-align: center;">RO33 coursework is 30% of the course</p>			
10 Psychology	<p style="text-align: center;"><u>Paper 1 Cognition and Memory</u></p> <p>Memory - Processes, structures and associated research</p> <p>Perception - sensation and perception, direct and constructive perception and key research</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>	<p style="text-align: center;"><u>Paper 1 Cognition and Memory</u></p> <p>Development - Brain development, Piaget's cognitive development and key research</p> <p>Research - experimental methods, sampling, non experimental methods, observations using case studies etc,</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>	<p style="text-align: center;"><u>Paper 2 Social Context and Behaviour</u></p> <p>Social Influence- conformity, obedience, prosocial and crowd and collective behaviours and key research</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>			

<p style="text-align: center;">11 Health and Social Care</p>	<p style="text-align: center;"><u>RO32 Protecting service users and service providers in health and social care settings. - Exam Content</u></p> <p>Students will learn about safeguarding in terms of who, how and when. They will also look at the impacts when it fails. They will then go on to look at infection prevention.</p> <p style="text-align: center;"><u>RO34 Creative and therapeutic activities NEA content</u></p> <p>Students will look at the different types of therapies and creative activities used in health and social care and their benefits to service users. And how to select and plan an activity to meet individuals abilities</p> <p style="text-align: center;">Assessment- RO34 Task 1 NEA</p> <p>Therapies and their benefits, in this area you will describe various therapies and how they impact physically, intellectually, emotionally and socially on individuals.</p> <p style="text-align: center;">- 3 hours</p>	<p style="text-align: center;"><u>RO32 Exam Content</u></p> <p>Revision of the whole unit and practice exam attempt</p> <p style="text-align: center;">Assessment- RO33 Task NEA</p> <p>Students will if needed have an opportunity to complete a new assignment for this unit as a resubmission to improve their grade.</p> <p style="text-align: center;"><u>RO34 Creative and therapeutic activities NEA content</u></p> <p>Students will look at the different types of therapies and creative activities used in health and social care and their benefits to service users. Looking at how to select activities to suit individual needs and how to evaluate their impact.</p> <p style="text-align: center;">Assessment- RO34 Task 2-4 NEA</p> <p>Deliver a creative activity to meet the needs of individuals or groups and evaluate your own performance - 9 hours</p>	<p style="text-align: center;"><u>RO32 Exam Content</u></p> <p>Revision of the whole unit and preparation for Terminal Final Entry Exam</p> <p style="text-align: center;">Assessment- RO33 Task NEA</p> <p>Ensure any Resubmission is completed and grades submitted by 1st week in May.</p> <p style="text-align: center;">Assessment- RO34 Task NEA</p> <p>Ensure work is improved and completed and grades submitted by 1st week in May.</p> <p style="text-align: center;">RO34 coursework is 30% of the course RO33 coursework is 30% of the course RO32 exam is 40% of the course</p>		
	<p style="text-align: center;">11 Psychology</p>	<p style="text-align: center;"><u>Paper 2 Social Context and Behaviour</u></p> <p>Language thought and communication- relationship, human and animal communication, non verbal and key research</p> <p>The brain and neuropsychology - nervous system, brain and Key research</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>	<p style="text-align: center;"><u>Paper 2 Social Context and Behaviour</u></p> <p>Psychological Problems - mental health, depression and addiction and Key research</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>	<p>Revision and Exams</p>	
<p style="text-align: center;">12</p>	<p style="text-align: center;">Psychology A level</p>	<p style="text-align: center;"><u>Paper 1</u></p> <p>Approaches</p> <p>Memory multi-store model of memory, Types of long-term memory, working memory model, Explanations for forgetting, Factors affecting the accuracy of eyewitness testimony, and Improving the accuracy of eyewitness testimony,</p>	<p style="text-align: center;"><u>Paper 1</u></p> <p>Psychopathology Definitions of abnormality, characteristics of phobias, depression and OCD, behavioural biological and cognitive approach to treatment</p> <p>Attachment Caregiver-infant interactions in human, Animal studies of attachment, Ainsworth's</p>	<p style="text-align: center;"><u>Paper 2</u></p> <p>Research methods the scientific process - aims, hypothesis, samples, pilots, design ethics, validity reliability and implications</p> <p style="text-align: center;">Assessment- End of Topic tests and formative lesson tasks</p>	<p style="text-align: center;"><u>Papers 1 and 2</u></p> <p>Revision End of year exams</p>

	<p>Conformity Types of conformity, Zimbardo, Explanations for obedience, Explanations of resistance to social influence, Minority influence and social influence processes in social change.</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>	<p>'Strange Situation, Bowlby's theories and the influence of early attachment</p> <p>Paper 2</p> <p>Biopsychology - nervous system, endocrine system, flight or fight, brain response to trauma, studying the brain and biological rhythms.</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>		
<p>Applied Psychology BTEC</p>	<p>Unit 1- Psychological Approaches and Applications</p> <p>Learning Aim A+ B- Cognitive approach, Biological approach, Social approach and Learning approach. Introduction of key theories and an evaluation of key studies associated with the theories.</p> <p>Learning Aim C- Application of psychological approaches. Evaluating how the 4 approaches covered in LA A + B can be used to explain gender, consumer behaviour and aggression.</p> <p>Assessment (End of unit tests and external Exam in Jan or June Y12)</p>	<p>Unit 2- Conducting Psychological Research</p> <p>Learning Aim A- Understanding research methods and their importance in psychological inquiry. An introduction to the main research methods used in psychological research methods.</p> <p>Learning Aim B- Plan research to investigate psychological questions. Using the research methods covered in LA A plan a pilot study to test a chosen hypothesis.</p> <p>Learning Aim C- Carry out a pilot study to explore the current issues in psychology. Students complete their own designed pilots study.</p> <p>Learning Aim D- Review Implications of research into psychological inquiry. Students to investigate a research area relevant to psychological research. From this students will develop a proposal for a study and then complete said study. When this study is complete a review of the application of the results of this study will occur and how this could be developed to support a larger scale study.</p> <p>(Internal Assignments completed to schedule)</p>		<p>Unit 3- Health Psychology</p> <p>Learning Aim A- Lifestyle choice and health-related behaviour. Definitions of key terminology of this area and major theories.</p> <p>Assessment (End of unit tests and external Exam in Jan or June Y13)</p>
<p>Sociology</p>	<p>Paper 1</p> <p>Introduction to Sociology</p> <p>Education with theory and methods. - the role and functions of the education system , differential educational achievement of social groups, and the significance of educational policies</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>	<p>Paper 1</p> <p>Education with theory and methods. - the role and functions of the education system , differential educational achievement of social groups, and the significance of educational policies</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>	<p>Paper 2</p> <p>Families and Households - the relationship of the family to the social structure and social change, changing patterns of marriage etc, gender roles, the nature of childhood, and demographic trends in the United Kingdom since 1900</p> <p>Assessment- End of Topic tests and formative lesson tasks</p> <p>EOY Revision</p> <p>Revision End of year exams Paper 1 and Part Paper 2</p>	
<p>Criminology</p>	<p>Changing Awareness of Crime</p>	<p>Criminological Theories</p>		<p>Crime Scene to Courtroom</p>

		<p>LO1 Understand how crime reporting affects the public perception of criminality</p> <p>LO2 Understand how campaigns are used to elicit change</p> <p>LO3 Plan campaigns for change relating to crime</p> <p>Assessed via formative assessment task with a controlled assessment task in Jan of Yr12 as a summative task for the unit</p>	<p>LO1 Compare criminal behaviour and deviance and Explain the social construction of criminality</p> <p>LO2 Describe biological theories of criminality, Describe individualistic theories of criminality, and Describe sociological theories of criminality</p> <p>LO3 Analyse situations of criminality, and Evaluate the effectiveness of criminological theories 19-26 25-35% to explain causes of criminality</p> <p>LO4 Assess the use of criminological theories in informing policy development, Explain how social changes affect policy 19-26 25-35% development and Discuss how campaigns affect policy making</p> <p>Assessed via formative assessment tasks using Past Exam Questions with a summative exam in June Y12 90 minutes 75 marks grade A-E</p>	<p>LO1 Understand the process of criminal investigations</p> <p>Assessed via formative assessment task with a controlled assessment task in Jan of Yr13 as a summative task for the unit</p>
	<p>Applied Law BTEC</p>	<p><u>Unit 2 – Investigating aspects of Criminal Law and the Legal System</u> From Sept – Feb</p> <p>Topic A&B (explore how statutory rules are made and interpreted and examine how legislation is made outside Parliament)</p> <p>Topic C&D (explore the various legal personnel involved in a criminal trial and apply the key elements of crime and sentencing in non-fatal offences case studies).</p> <p>Formative practice tasks throughout</p> <p>Internally assessed through an essay style of coursework which is completed in class and individual study time</p>	<p><u>Unit 1 – Dispute solving in Civil Law</u> From Feb – May</p> <p>Topic A – Structure and Jurisdiction of the English Civil Courts</p> <p>Topic B – Enforcement of Civil Law</p> <p>Topic C – How precedent works</p> <p>Topic D – Application of the Law of Negligence</p> <p>Formative tests used in preparation</p> <p>Externally assessed unit, a formal 1.5hr exam marked by Pearson exam board in May. Pre-release material is issued one week prior to the exam.</p>	<p><u>Unit 3 – Applying the Law</u> May through to year 2 January exam.</p> <p>Topic A – The law relating to homicide: murder and voluntary manslaughter</p> <p>Topic B – The laws relating to involuntary manslaughter</p> <p>Topic C – An introduction to offences against property: theft, robbery, burglary, fraud and criminal damage</p> <p>Topic D – Introduction to general</p> <p>Formative tests used in preparation</p> <p>Externally assessed unit, a formal 1.5hr exam marked by Pearson exam board in January. Pre-release material is issued one week prior to the exam.</p>
	<p>Health and Social Care</p>	<p><u>Unit 1: Human Lifespan Development</u></p> <p>Topic A: Human growth and development through the life stages. – explore physical, Intellectual, emotional and social development across the life stages,</p> <p>Topic B: Factors affecting human growth and development. – the nature/nurture debate by looking at genetic, environmental, economic and social factors that affect human growth and development</p>	<p><u>Unit 5: Meeting Individual Care and Support Needs</u></p> <p>Topic A: Examine principles, values and skills which underpin meeting the care and support needs of individuals A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals</p> <p>Topic B: Examine the ethical issues involved when providing care and support to meet individual needs B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk</p>	

		<p>Topic C: Effects of ageing – looking in detail at the physical changes, psychological change and societal effects of an ageing population</p> <p>Assessment (End of unit tests and external Exam in Jan or June)</p>	<p>Topic C: Investigate the principles behind enabling individuals with care and support needs to overcome challenge C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques</p> <p>Topic D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.</p> <p>(Internal Assignments completed to schedule)</p>	
13	<p>Psychology A level</p>	<p>Paper 3</p> <p>Issues and Debates - Gender and culture in Psychology, Free will and determinism, The nature-nurture debate, Holism and reductionism, Idiographic and nomothetic approaches to psychological investigation. and Ethical implications of research</p> <p>Research methods the scientific process - aims, hypothesis, samples, pilots, design ethics, validity reliability and implications</p> <p>Statistical tests. Introduction to statistical testing, Probability and significance, and Factors affecting the choice of statistical test</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>	<p>Paper 3</p> <p>Aggression - Neural and hormonal mechanisms, The ethological explanation, Social psychological explanations, Institutional aggression</p> <p>Research methods - Data handling and analysis types of data, statistics, and presentation</p> <p>Cognition and Learning - Piaget’s theory of cognitive development, Vygotsky’s theory of cognitive development, Baillargeon’s explanation of early infant abilities and The development of social cognition</p> <p>Schizophrenia - Classification, Biological explanations, Psychological explanations, Drug therapy, Cognitive behaviour therapy and family therapy and interactionist approach</p> <p>Assessment- End of Topic tests and formative lesson tasks</p>	<p>Revision and Exams</p>
	<p>Applied Psychology BTEC</p>	<p>Unit 3- Health Psychology</p> <p>Learning Aim A- Lifestyle choice and health-related behaviour. Definitions of key terminology of this area and major theories.</p> <p>Learning Aim B- Stress, behavioural addiction and physiological addiction. Causes of stress are covered and the implications of physiological and behavioural addiction are introduced to students.</p> <p>Learning Aim C- Promotion of positive behavioural change. Theories of persuasion are addressed and the applications treatment and management of</p>	<p>Unit 4- Criminal and Forensic Psychology</p> <p>Learning Aim A- Understand different psychological approaches to explaining criminal behaviour. Students will cover biological, cognitive and social explanations of criminal behaviour.</p> <p>Learning Aim B- Investigate punishment strategies and behavioural modification of criminal behaviour. Students will cover both punishment and behavioural modification as a means to reduce criminal behaviour.</p> <p>Learning Aim C- Apply different methods to create an offender profile. Students will consider what aspects are considered in</p>	<p>Completion of coursework, retakes and rests where necessary.</p>

	behavioural change are investigated. Assessment (End of unit tests and external Exam in Jan or June)	constructing criminal profiles and evaluate the advantages and weaknesses of these. (Internal Assignments completed to schedule)	
Sociology	Paper 2 Beliefs in society - ideology, science and religion, religious organisations, the relationship between different social groups and the significance of religion and religiosity in the contemporary world Revision a full paper 1& 2. Nov Test Assessment- Full Paper tests and formative lesson tasks	Paper 3 Crime and Deviance - crime, deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, globalisation and crime in contemporary society; and crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies Assessment- End of Topic tests and formative lesson tasks	Revision and Exams
Criminology	Crime Scene to Courtroom LO1 Understand the process of criminal investigations LO2 Understand the process for prosecution of suspects LO3 Be able to review criminal cases Assessed via formative assessment task with a controlled assessment task in Jan of Yr13 as a summative task for the unit	Criminological Theories LO1 Describe processes used for law making, Describe the organisation of the criminal justice system in England and Wales and Describe models of criminal justice LO2 Explain forms of social control, Discuss the aims of punishment, and Assess how forms of punishment meet the aims of punishment LO3 Explain the role of agencies in social control, Describe the contribution of agencies to achieving social control, Examine the limitations of agencies in achieving social control and Evaluate the effectiveness of agencies in achieving social control Assessed via formative assessment tasks using Past Exam Questions with a summative exam in June Y12 90 minutes 75 marks grade A-E	
Applied Law BTEC	Unit 3 – Applying the Law May through to year 2 January exam. Topic A – The law relating to homicide: murder and voluntary manslaughter Topic B – The laws relating to involuntary manslaughter Topic C – An introduction to offences against property:	Unit 4 – Aspects of Family Law From Jan -Easter Topic A Explore the legal rules governing the formation of marriages, civil partnerships and cohabitation Topic B Examine the various methods for dissolving a relationship	Assignment completion and Revision for Resits of Unit 1 and 3 if required

		<p>theft, robbery, burglary, fraud and criminal damage</p> <p>Topic D – Introduction to general</p> <p>Formative tests used in preparation</p> <p>Externally assessed unit, a formal 1.5hr exam marked by Pearson exam board in January. Pre-release material is issued one week prior to the exam</p>	<p>Topic C Investigate the legal rules governing the distribution of money and property on the breakdown of a relationship</p> <p>Topic D Examine how the courts resolve disputes over children.</p> <p>Formative practice tasks throughout Internally assessed through an essay style of coursework which is completed in class and individual study time</p>	
	<p>Health and Social Care</p>	<p><u>Unit 2: Working in Health and Social Care</u></p> <p>Topic A: The roles and responsibilities of people that work in the health and social care sector - Professional viits/talks and link to Work experience</p> <p>Topic B: The roles of organisations in the health and social care sector</p> <p>Topic C: Working with people with specific needs in the health and social care sector – specific needs and practices</p> <p>(External exam Jan year 13 or June)</p>	<p><u>Unit 14: Physiological disorders and their care</u></p> <p>Topic A: Investigate the cause and effects of physiological disorders</p> <p>Topic B: Examine the investigation and diagnosis of physiological disorders</p> <p>Topic C: Examine treatment and support for service users with physiological disorders</p> <p>Topic D: Develop a treatment plan for service users with physiological disorders to meet their needs</p> <p>(Internal Assignments completed to schedule)</p>	<p>Assignment completion and Revision for Resits of Unit 1 and 2 if required</p>